

C
L 435

Lawrence College Bulletin

Vol. XII.

NOVEMBER, 1912.

No. II

Published monthly at Appleton, Wis., by the Trustees of Lawrence University and entered at the Postoffice at Appleton, Wis., as Second Class Matter October 6, 1909, under the Act of July 16, 1894.

LAWRENCE HONORED.

For a number of years there has been an organization in the United States known as the Association of Collegiate Alumnae. It has set high standards for membership and consequently been quite exclusive. Only the larger universities, and a very few of the strongest colleges have been able to secure its recognition. To be elected to membership has been regarded as a high honor for the reason that it has stood as proof of superior educational efficiency. Up to the present time but thirty-three institutions in the United States have had chapters granted to them. It is a pleasure to announce that at the annual meeting of the Association held in Ann Arbor, Lawrence College with a few other high grade colleges was elected to membership. This will permit all women graduates to be members of the most noted, exclusive, and important organization of college women in this country. The Association is not simply a social organization, although this is an important feature of it; but it seeks to render important service in stimulating educational ideals. Among other activities, it maintains a foreign fellowship on which women of especial talent are supported in foreign universities while doing graduate work. We believe Lawrence alumnae will be much interested in this announcement and feel that it is a special privilege which has come to them in being permitted to have membership in so distinguished an organization. A chapter of the general association will at once be established here.

HIGH SCHOOL DEBATING LEAGUE.

Lawrence has won great distinction in intercollegiate debates which has been recognized by the college being admitted into the Tau Kappa Alpha, an honorary public speaking fraternity. This organization has this year undertaken to organize a debating league to be composed of the best high school teams of the state. Some seventy-five schools have been invited to join and

most have signified their willingness to do so. Triangular meets will be held and the team which wins will be given a trophy cup by the college. It is hoped that this league will develop interest in debate in our high schools, encourage the work in public speaking, and discover forensic talent in high schools of the state which may be encouraged to improve it by college study.

Lawrence will this year have four intercollegiate debates, and the preliminary contests will soon be held at which the men will be selected who are to go on the different teams. Perhaps no other work in college calls forth more interest and hard work on the part of the students, and, therefore, provides more helpful culture.

THE FOOT-BALL TEAM.

Lawrence has an enviable record in athletics. During the past ten years we have held the state championship in foot-ball more than all the other colleges in the state together. Last year we won the state championship and this year our team has not been scored against by a college team up to the present time. The game with the University of Wisconsin was, of course, an exception; but the fact that Lawrence held the University, which is this year the strongest team in the West, to a score of 13 to 0, and that the scores of Wisconsin were in the first few minutes of the game before our boys had got their "scare" off, shows that we have a remarkably strong foot-ball machine. The game with Beloit was a tie. The Lawrence men feeling that circumstances worked against them issued a challenge to Beloit for a second game on a neutral field, but up to the present time our sister college, which has a very strong aggregation, has not seen fit to accept the challenge. Much credit is due to Coach Catlin and Athletic Director De Witt in bringing out a team which probably has not had its superior, if its equal, in the history of Wisconsin colleges. Since the above was written Lawrence has defeated Ripon by a larger score than Beloit and again won the state championship.

The indoor athletics are awaking great interest under Mr. De Witt. Classes have been formed in swimming, fencing, wrestling, apparatus work, besides the regular classes in physical culture. A cross-country club has also been organized, and other athletic activities are being developed.

LAWRENCE CLUBS.

One of the interesting features of Lawrence College life is the various clubs which exist, bringing those who have common

interests in certain lines together in close and pleasant fellowships. Thus there is a chemical club, a physics club, a biology club, a French club, a ministerial club, a Latin club, and a philosophical club. These organizations meet, some weekly, some monthly, at which times matters of practical interest are discussed, a paper read or a lecture given, after which a social hour, usually with refreshments is enjoyed. The students come close to the professors in the departments at these meetings, and frequently a man of distinction is brought in from away to give the members a discussion of some interesting and important theme. The clubs have done considerable to stimulate interest in various departments of work

FRESHMAN SCHOLARSHIPS.

Lawrence offers three freshman scholarships of \$100 each. They are awarded on a competitive examination in the English, Mathematics, and Latin required for college entrance. The securing of these scholarships is regarded as an honor, not simply because of the financial assistance they yield, but because of the testimony they afford to high scholarship and superior ability. The prizes this year were taken by Miss Blanche Jenney of Owosso, Mich., and Miss Eva Benyas and Miss Clara Marsh of Appleton.

Besides the freshmen prizes there are a variety of other prizes for superior excellence in other kinds of work.

LAWRENCE ALUMNI ASSOCIATIONS.

There are alumni associations in New York, Chicago, Milwaukee, Racine, Minneapolis, Seattle, and Los Angeles. An association is being formed at Wausau and another in the Fox River valley. The New York Association held its annual reunion and banquet at the Broadway Central Hotel on November 19. There was a good company of alumni present, excellent addresses and an ample feast. The college was represented by President Plantz. The Milwaukee Alumni Association met on November 7th, at the St. Charles Hotel. The attendance was not quite as large as usual, but the banquet was ample and those present had a most enjoyable occasion. The Alumni Associations are a source of good fellowship, and a means of forming valuable associations and especially to the recent graduates.

THE GLEE CLUB.

The musical organizations of Lawrence always interest a good many students. No college in the state pays as much attention to such work as we do. The college band, trained by Prof. Fullinwider of the School of Music, is said by those competent to judge, to be the best band a Wisconsin college has ever had. It is certainly a great credit to the school. The orchestra is also a very finely trained and most successful organization.

Besides these organizations, we have a choral society of over a hundred members, trained by the experienced hand of Prof. Brazelton, which will in the spring give a two or three days' musical festival, which will be the great musical event of the college year. This festival draws an attendance from the entire northeastern part of the state. The more popular student organizations, however, are the two glee clubs. The boys' club is trained by Prof. Waterman, whose success has been such, that the club's reputation is well known throughout this and adjoining states. It is generally stated that our glee club equals that of Harvard, Yale, or the clubs of other leading universities. There are from thirty to thirty-five singers, and they always draw a crowd. The girls' glee club of about twenty-five singers, is trained by Mrs. Ledward of the Conservatory. While the girls do not take as extensive trips as the boys, they make a concert tour in the spring and are always heard with much appreciation. These musical organizations provide training free, which is of great value to those who are interested in music.

INCREASED ENDOWMENT.

Lawrence has recently received a substantial increase to its endowment. About a year ago an effort was undertaken to raise an additional \$100,000 to provide for needed extension to the work. That was successfully accomplished. Word has now been received from the General Education Board of New York, which has Lawrence on its selected list, that it will give \$40,000, if the \$100,000 is raised to \$200,000 by June 15th. The trustees have accepted the offer and a canvass has already begun to secure the additional amount. At the present time less than \$40,000 remain to be raised, which will without doubt be secured before the time given expires.

A college cannot be a strong institution and do efficient work without a good endowment. Our institution has had the good will of the people who have yearly increased its resources until

now it is one of the best endowed colleges in the middle west. This has enabled it to secure an excellent equipment, and to bring together an able body of scholars in its faculty, which has made its present high grade of work possible.

The fact that Lawrence is recognized as an especially strong college is seen in the fact that it has been included in the list of accepted institutions by the Carnegie Foundation, and by The General Education Board, as well as by its being given a chapter of the Association of Collegiate Alumnae as announced in another part of this bulletin.

LITERARY AND ENTERTAINMENT OPPORTUNITIES.

A person who goes to college should consider the advantages offered outside the curriculum, and especially the opportunities afforded to hear prominent men, noted lecturers, and distinguished artists. Many students will settle in small communities, and if they do not hear while they are at college, those who have made a great reputation in their callings, they will never have an acquaintance with them at first hand. Lawrence is especially fortunate in being able to give its students the privilege to hear, during their college course, a distinguished array of talent in almost every line. We do not believe there is a city in the state which has more eminent talent visit it each year.

In lectures, we have once in two weeks a free address on some economic, sociological, political, or industrial question by specialists who have won a reputation on the question they discuss. We also have special addresses on a great variety of subjects. Thus last year President Taft spoke at the college on International Arbitration. There are also high grade lecture courses maintained in the city at which the foremost lecturers on the American platform appear: The Commercial Club of Appleton also brings men of note to the city and occasionally the men students are invited. The representatives of great movements, also, frequently appear at chapel and address the students. Thus there is scarcely a week that there is not the chance to hear some person of note.

In the line of artistic culture the opportunities are even more exceptional. The School of Expression brings many artists to the city. Thus at the present time a course of eight entertainments is being given, four by Mrs. Elizabeth Garghill Beecher and four by Prof. Clark of Chicago University, two readers who are not excelled on the American platform.

In music we are especially privileged. Appleton has long had the reputation of appreciating the best in music, and

probably no city of its size in the country has more great artists appear in it. The Conservatory maintains an artist course in which the greatest artists are engaged. There are other agencies also which bring distinguished talent here. Thus during the past six weeks we have had the Sousa's band of Chicago, Mabel Sharp Hardien, the noted soprano, Roney's Boys' company, a remarkable aggregation of boy singers, Evan Williams, perhaps unsurpassed as a tenor by American singers, Alice Nielson and company, and others of less distinction. Other artists of equal celebrity will appear during the remainder of the year.

It is worth coming to Lawrence to enjoy these rare literary and other artistic opportunities not to consider the other great advantages afforded.

TRAINING IN THE FINE ARTS.

Lawrence has exceptional advantages for those who are interested in the fine arts. The emphasis of late has been placed so strongly on the bread and butter side of education, on vocational and industrial training, that many have overlooked the fact that man has a nature that finds its satisfaction in the beautiful, and that the spiritual side of culture is as important as that which has a material reference. The factors which make a great civilization, or for that matter a great life do not relate simply to industrial and commercial activities. The soul needs the touch of the finer and higher things which appeal to the sensibilities and bring us in the presence of the ideal. And because of this a great part of our expenditures are to satisfy our aesthetic tastes, our love for the beautiful. If one stops for a moment to think how much we spend for decoration, and adornment, he will awake to the fact that in a materialistic age, we still preserve our love for what satisfies the art element in our natures. If we were to lose from society all that art has contributed to human culture, happiness, and welfare, we should take a long step backward toward barbarism. Every educated person should have some training in the arts.

Few colleges have given this side of culture its proper place; but Lawrence has adequate facilities in this respect. It is the only college or university in the state that has an endowed professorship in art, and which offers a number of courses in art history, principles and appreciation. We are also fortunate in having a professor in this department who for a dozen years has spent much of his time in the summers in the great art

galleries of Europe. Besides the courses mentioned, we have an art department with four teachers where the technique of art is taught.

Besides the work mentioned above we have a Conservatory of Music which is one of the best equipped of any in the middle west. A strong faculty of nine teachers gives instruction in all departments of music, and a great deal of attention is given to concert and exhibition work. The greatest musical artists in the country are brought to Appleton, that the pupils may have the advantage of hearing our greatest masters.

Another department which cultivates the artistic side is our School of Expression. This department also has a very able faculty and is well equipped to teach all phases of oratorical, dramatic and elocutionary work. It is a well known school of high standing.

Any students who wish training in any of these lines while pursuing their college course, or who wish to devote all their time to artistic work in any or all of the departments will do well to come to Lawrence.

VALUE OF HIGHER EDUCATION.

We recently read an excellent address, delivered by President R. P. Smith of Kansas Wesleyan College to his students on the opening day of the college year. The following trenchant paragraphs are worth reading:

"It is time we are emphasizing the fact that the age of the so-called self-made man is passed. We must quit making him the hero of the school room and in our juvenile literature. This busy, strenuous, progressive age with its complex duties and ever increasing burdens and problems is more and more demanding trained service. This is the student's age. When preparedness is the surest key to the world's largest and noblest rewards—when the way that leads through the high school and the college is the shortest road to the best success. This was not so true a generation ago, but it is true today, and will be increasingly true as the decades come and go.

"Bishop Bashford estimates that for the entire history of our country, there has been but one college man for every 750 men who have reached the age of 21. A number of others estimate the ratio as one in 1,000. That small body of men who, during the entire history of our country, are as but one to about 1000 gave us 75 per cent of the framers of the constitution, 60 per cent of the committee who drafted the Declaration of Independence, some 70 per cent of our presidents and vice presi-

dents, virtually every chief justice of the United States, more than 60 per cent of the associate justices, and the majority of the national senators and representatives. College men have been notably conspicuous as cabinet officers—in some departments numbering more than 75 per cent. Likewise also in governmental service abroad, the college man has been prominent, particularly in those of highest responsibility.”

“It is often held that a college training is of no advantage in the race for wealth. * * * Not long since a list of 100 of the richest men in the United States was compiled and their lives studied as far as possible. Sketches of 80 of these were found. These sketches showed the following: 30 were college graduates, 22 others had academic or professional training, while only 28 of the 80 were furnished by the millions of the American people who had only a common school training. These figures, in view of the small ratio of college men to the whole population, would indicate that the college man stands 277 times as many chances of becoming rich as the boy who stops with the common school.”

“Bismark once said: ‘One-third of the graduates of the German universities rule the Empire.’ In America, though our college graduates have been as but one to about a 1000 as compared with the entire population, they are not only ruling the nation and practically every state in the nation, but are also filling three-fourths of the most influential positions, and enjoying three-fourths of the highest rewards whether measured in money, in honor conferred, or in the consciousness of doing a work really worth while.”

“The college, however, is not designed merely to help men make a living or merely to prepare them for certain professions. The college is designed first of all to make men—stronger, nobler, richer, completer men. It is not so much the work of the college to make a better farmer as to make the farmer a better man; not so much to make the individual a better lawyer, or doctor, or teacher, as to make larger, nobler, truer men for every walk of life. Young people go to college to enrich their lives and in turn to give this enriched life to any activity required by our complex civilization. Education should end in dedication. That education is incomplete, no matter how thorough the training, that is not consecrated to some honorable work for the betterment of mankind.”

ADVISE TO THE PROSPECTIVE COLLEGE STUDENT.

Do you expect to go to college when you have finished your high school work? If so, let me give you a few words of advice.

Begin your college life with a correct aim. Understand clearly what you are in college for and what you ought to get out of it. If you get this clearly before you you will include these objects in your college purpose: to secure the culture which comes from helpful associates and associations, to have sufficient diversion to make your student life a pleasant experience, to master in an elementary way the fundamental facts and principles of the principal departments of knowledge, to learn how to study and think so that you will have acquired proper methods of intellectual work, to keep in good and vigorous health by systematic physical training, to develop in moral and religious character, the primary elements of true manhood and womanhood.

When you enter college you will find abundant opportunities for all this, but you will be thrown largely upon your own responsibility about doing it. The class officer will advise you at the end of the semester about your studies, but will not force them upon you. The professors will occasionally drop a directing word, announcements will be made of this and that, but the real work of selection and of prosecution will rest with yourself. There will be great temptations to side step. Students will urge upon you excessive attention to social functions, others will advise snap courses, some will tell you that a professor is easy or severe, you will be wanted in frats, on athletic teams, and a hundred ways of using your time will be suggested, and it rests with you whether you will shape your college life so as to get out of four years of great opportunity what you could, or will devote yourself to activities which are of lesser importance. In the last analysis, therefore, the benefits of the college rests with the man. The privileges are there in abundance, but only those will improve them who have right desires and purposes.

One thing more is important, namely it is better to know a few things well than a lot of things superficially. College students now browse in too many pastures, they elect over too wide a field of studies, and graduate with no special knowledge of anything. It is far better to concentrate, take a good deal of a few subjects, than a little of many. In college today we do things superficially for we attempt too many things. It is because of this that it is questionable whether men are graduating so well trained as in the days of our fathers, although the facilities are far better and the courses far richer. The small college is better than the large at this point, for the student has more guidance and direction.

THE PURPOSE OF A COLLEGE EDUCATION.

The purpose of an education is not the same today as it was fifty years ago. Then boys went to college to prepare for

professional efficiency in law, medicine, the ministry or the teaching profession; or occasionally a man had the ambition to be an author or scholar and sought the college in the love of learning. These classes are represented in the student bodies of to-day, but they constitute the minority. Those who enter the doors of our institutions of higher learning now are dominated by the general conviction that a man who will win in the competitions of modern society, no matter what calling he pursues, cannot be too well prepared and that a college training will be a distinct advantage. In this they are not mistaken. The college graduate occupies the front seats of all places of power. He may have associates who have not had his opportunities but they are few and generally feel keenly their educational deficiencies. This is why the more we see of higher education the more we believe in it, the more money we give to support it, and the more young men we urge to seek it. The people are wise. You cannot fool all the people all the time, was Lincoln's way of putting it. If the college had not demonstrated its worth to human society, the public would long since have ceased to believe in and promote it. "By their fruits ye shall know them." Because the fruits of the college have been most desirable, they are held in higher regard to-day than ever before. The young man who does not appreciate what they can do for him, how they can give him command of his powers, place information within reach, refine his tastes, cultivate his sensibilities, give him a larger outlook, correct and widen his opinions, in short make a larger, stronger and better man of him, fails to see what can bring the most helpful enrichments into his life.

WHAT A WOMAN GOT OUT OF COLLEGE.

A graduate of Wellesley college tells in the October Woman's Home Companion what she got out of college. Among other things she says: "In regard to the question of general culture, if you were inclined to be severe about it, you might say I got only a superficial knowledge about many subjects. Nevertheless, those bits of information have given me much pleasure from time to time. They afford starting-points for more information, and furnish pegs to hang new knowledge on. Suppose my husband brings an old classmate home to dinner, or suppose we meet some interesting man at a party, or on an ocean steamer—it is my experience that most people are interesting when you know how to draw them out; it is easy to win the most alluring shop-talk from an artist, a

sociological experimenter, an archaeologist, if you already know enough of his subject to ask him leading questions about it. I don't have to sit by 'like a bump on a log,' as one of my neighbors complaining described herself, while men talk of big things like the political situation, the stamping out of tuberculosis, and the probable scientific value of air-ships. Neither am I relegated to merely feminine chit-chat of fashions and saucepans. I may love to cook, but, thank goodness, I am not "kitchen-minded." My range of interests makes me an all-round companion to my husband, and I think that is intensely worth while."

It will be well for young women who may read these words to ponder their significance. This woman realized how largely the four college years had affected her life, on what a better plane of living they had placed her, what elements of advantage they had given her, and what a better social factor she had become through them. Her experience is but typical of what will be true of any young person who secures the culture of the college course.

TYPICAL COLLEGE LIFE.

Much has been written of late about college life being four years of "rah-rah," a "quadrennium of joy—after which the deluge." One would think that all seriousness had departed from student life, and that all those who knock at the doors of our institutions of learning do so with no earnest intentions as regards "Horace or Sophocles, sine, cosine or the nth power, the Long Parliament or the States General," the microscope, the retort, the spectroscope, the dynamo, or even the practical subjects of economics or political science. Their interests wholly center in the "gym," the athletic field, the fraternity stunt, the junior prom, or some other social or athletic event or program. We are told that study has gone out of fashion, and that a man would be discharged and disgraced in a business establishment for the kind of work which yields the distinction of a bachelor's degree in college.

Criticism is an invaluable adjunct to progress, and the college is not above being in need of it, but to suppose that these wailings about the decaying spirit of scholarship in the colleges represents the true condition in our institutions of learning, is like supposing that the church social is the full measure of its spiritual activity. There are many students who loaf on their job, there is too much time given by some to extra-curricular activities, there is a tendency for the side shows to encroach on the circus; but with this admitted it is still true that the majority

of students are industrious workers, that the great number burn the mid-night oil, that the Latin authors are being mastered, that the problems of mathematics are being solved, that scientific experiments are being made, that the facts of history are being committed and that the problems of philosophy are being pondered as successfully as in any period in the history of ancient or modern education. A hearty desire for culture still exists among students, the great problems of knowledge are being earnestly studied, libraries are being used as never before, laboratories are showing the finest results of exact work, theses are being handed in or read by the score revealing an excellent mastery of facts, debates are being held showing mental clearness, reasoning power, and extensive research, and in short the college is a theater of intense intellectual activity where young men and women are coming in contact with wide fields of knowledge, developing keen intellectual interests, and learning to think. The average graduate is not a sport, but a serious man who has high ideals and earnest purposes and who goes forth into the world to be a leader in some line of useful endeavor. The froth of college life is more conspicuous, the foot-ball game is written up by the reporter, but the daily lesson grind, the intelligent recitation, the thoughtful question asked, the accurate exercise handed in, the drawing made, the experiment successfully performed, the essay written, the oration delivered, these matters which make the warp and woof of college life do not get spread before the public eye in the daily prints. In seriousness of work, in earnestness of purpose, in ambition and determination to accomplish set tasks creditably, the college will stand comparison with any other department of men's—professional or business life. The young man or woman who enters college with any other thought, who has matriculated for four years on the college play-ground is sure to soon be weighed in the balances of the professor's tests and found wanting, so that his student career is cut short and he is returned disgraced to the place from whence he came. College life still has seriousness and students still find an abundance of hard work to do.

WHY GO TO COLLEGE?

The following extract from an unknown author presents some reasons for a college education which are worthy of consideration:

"First—A college education should be secured first of all for its own sake. I would not imply that one may not be educated without specific college training. There are many striking in-

stances of well-educated persons who did not have this great help; but, ordinarily, higher education, properly speaking, is not obtained outside of college walls. Then, for the purposes of this hour, we will consider that higher education and college education are synonymous.

"We begin to see the importance of this subject when we reflect that the measure of knowledge is the measure of intellectual life and enjoyment of the real man or woman for time and eternity. Some one has said that 'there is nothing great on earth but man, and nothing great in man but mind.'

"What do we live for? Is it for this life only? Is not the life more than meat and the body more than raiment? The object of life with the true man is not the feeding and clothing of the body that it may have a momentary enjoyment and strut in foolish vanity across the world's stage. No. The true man feeds and sustains the body that he may have better opportunity for gaining knowledge and building that part of his complex organism which is eternal.

KNOWLEDGE BROADENS LIFE. ..

"Dollars are not to be sought for their mere possession or for the gratification of low tastes or of leaving them to our children, but that they may be turned into knowledge—into the cultivation of the mind, that which is eternal. We should not live to get dollars, but we should live that the true man, the intellectual part of man, may live. Knowledge broadens and deepens life. The enjoyment we get out of life is in direct proportion to our knowledge. The sphere of the uneducated is exceedingly limited, bounded by bodily wants in their lowest form. Every increase of knowledge extends the radius of thought, feeling, enjoyment, life.

"The untutored savage parts the foliage above his head and gazes at the stars. To him they are only blazing tapers, he knows not what nor where. The educated, cultured, Christian astronomer turns his telescope on those same stars and planets, studies their revolutions, measures their orbits, surveys the immensity of space, and, lost with admiration and wonder, exclaims with the pious Kepler, 'I think the thoughts of God.' What is the difference in the two observers, that one sees, and feels, and thinks so much more than the other? It is only the matter of knowledge.

"Second—Higher Education—A collegiate education must be secured by our young people for necessity's sake. I mean that they cannot keep in the front rank of society and be influential without it.

"Elementary Education—The public school, if you please—

is a great boon, but we cannot stop with it alone. It does not fit for leadership or for influential position in society. What it does is absolutely essential, but it stops too soon. Dr. W. T. Harris, United States commissioner of education, says: 'Elementary education is a defective sort of education, not merely because it includes only a few years of school work, but because its methods and habits are necessarily crude and inadequate.' Continuing, he says: 'It is the brighter class of minds that stop with the elementary school, which become agitators in the bad sense of that term. The restless and discontented class of people, those who mistake revolution for reform, are recruited from the elementary ranks.' These are weighty words, but only the wise will ponder them.

TOWARDS THE COLLEGE.

"Again, the trend of the times is strongly towards college and university education, and our young people cannot afford to neglect it. Twenty-five years ago there were in the United States just 600 college students to each million of inhabitants. Today there are 1,200. And when you consider that the entrance requirements to college have been raised the facts are that there are three times as many college students in our land today as there were twenty-five years ago. Twenty-five years ago there were but 200 post-graduate students in the United States. Today there are more than 5,000. Twenty-five years ago there were in the United States, 280 professional students—law, medicine and theology—to each million of inhabitants. Today there are 740 to each million. The result is there are more educated lawyers and preachers and physicians than there ever were before.

Third—An education—a college education—for the sake of larger service is the final reason why young people should secure this equipment. The measure of knowledge is largely the measure of usefulness. A man who is well furnished can be a better lawyer, physician, professor, business man, a better anything, and so fulfill the obligations of life more efficiently. After all the great thing in life is to exert the largest influences and do the greatest amount of good. No one can come to his maximum of efficiency who has not enriched his mind with knowledge and trained his faculties to their best development. The men who impress their age are trained men of culture and power.

THE COLLEGE IDEAL.

A few years ago the president of one of our state universities gave out the following utterance: "It seems to me it must be recognized, not only by the university, but by the public, that

the university is not responsible for the character, for the morals, the vices, or anything else of the community, or of its graduates. * * * If its graduates turn out criminals and land in prison, it is not to blame. * * * The university is not responsible for character." This ideal, that the aim of higher education is purely intellectual, that it seeks to prepare men for life on the plane of mental equipment only, is not at all uncommon in secular schools of all grades.

The ideal of the Christian college is distinctly different. It tries to provide as good training intellectually as any other type of school, but it seeks to do this in a moral and religious environment and with a Christian emphasis which will help in the development of character. The following statements from leading educators and thinkers are excellent puttings of the case:—An editorial writer in the New York Observer has said: "Culture is not the mere unfolding of man's body or his brain. When we talk of culture we can not mean the physical or the intellectual alone. There is in a man a certain self-determining faculty. It is through this factor that he develops and rises into higher being. Culture is not the drapery of a machine, or the intellect striking fire simply, but the coruscation of spiritual beauty. It is moral man and ethical choice. It is the distillation of all knowledge, beauty, and goodness poured into the life of the soul. And where shall it be found except in the one Christ-life, that has made true culture a possibility, and which is a foregleam of the heaven of God?"

And, once more, Miss Mary E. Wooley, president of Mt. Holyoke College, has spoken most forcefully on this supreme aspect of education. "The college," she says, "gives a new 'outlook;' it also helps to a new 'inlook,' if I may be allowed to coin a word which expresses just what I wish to say. The college should mean a new and broader view; contact with other men and women of wider experience and loftier conceptions, is in itself an education; contact with books, with the great thought of great men of all generations, gives to life a new meaning and a keener stimulus; contact with great questions, helps to free the individual from the petty, the narrow, and the trivial. Who can estimate the intellectual and spiritual values of education? 'To set the noblest free,' may well be called the end and aim of the college; the noblest in thought, in speech, and in deed, which is only another way of saying physical, intellectual, and spiritual culture which shall have as its ideal that of service."

Dr. Francis Greenwood Peabody, professor of Christian morals in Harvard University, in his "Religion of an Educated Man," has put down these strong words: "The end of education



3 0112 105656794

is not information, but inspiration; not facts, rules, tables, but insight, initiative, grasp, growth, character, power." And Pastor Wagner, the distinguished Parisian preacher and author of "The Simple Life," states the question explicitly when he observes: "The quality of a civilization depends on the quality of its aspirations, and on the elevation of its sentiments. It becomes more and more necessary for us to comprehend the life of the spirit. All our progress in material things, however fine it may appear, will be only in deeds of darkness, of disintegration, if we do not succeed in maintaining the soul in its place of honor."

LAWRENCE NEWS.

Lawrence sent seventeen delegates to the state Y. M. C. A. meeting in Eau Claire.

The World's Week of Prayer was observed by the Lawrence Y. W. C. A., services being held daily.

Mrs. A. W. Priest opened her beautiful home to the girls of Ormsby Hall on Thursday, November 14.

Miss May E. Carter, dean of Women, recently attended the biennial Association of Collegiate Alumnae held in Ann Arbor, Mich.

Miss Alice Nielson, the noted singer, recently visited our Conservatory of Music, and said that she had not seen a more attractive building of its kind in this country.

Prof. Lymer of the department of mathematics recently underwent an operation for appendicitis in the city hospital. His work is being taken by his assistant, Mr. Remley, and by Miss Lindsley, a graduate of last year.

Prof. John R. Commons of the University of Wisconsin, recently lectured before the students on the Wisconsin Industrial Commission. He gave a very interesting statement of its important work.

Mr. John A. Gunckel of Toledo, recently gave a thrilling account of his work with the newsboys of that city. He has 8,000 newsboys in his association.

President Samuel Plantz, with his daughter Florence, have been in New York, where he attended a meeting of the board of trustees of the Carnegie Foundation, of which he is a member.

One of the interesting social events of the college year was a so-called "Trip Around the World." The affair was carried out with excellent success and brought into the treasury of the Y. W. C. A. nearly \$100.

Special trains were run to both Beloit and Ripon to witness the foot-ball games at these places.